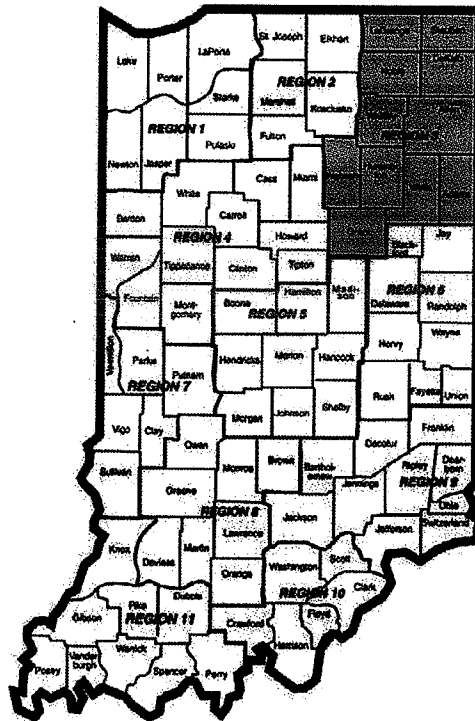


PY 2006 and PY 2007





**Region 3, Northeast Indiana Regional Workforce Board
Local Plan – PY2006 and PY2007**



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Section 1 – Mission Statement and Strategic Plans

This section requires the RWB to publish its mission statement, vision and associated goals. This should incorporate the Governor's and IDWD's vision for workforce development in Indiana at the RWB level. The board may also wish to address its core values, specific outcomes and key strategies. Specific performance goals should be annotated in this section as an attachment. These specific goals should include federal, state and economic growth region (EGR) goals.

Mission Statement

The Northeast Indiana Regional Workforce Board strives to attain fulfilling and sustainable employment to advance the personal income of northeast Indiana Hoosiers, through effective programs, education and training.

The Economic Growth Region 3 (EGR3) Regional Workforce Board (RWB) is committed to a demand driven approach to workforce development by aligning its strategies and investments with economic development and education in order to address the workforce needs of businesses. The EGR3 Board assumed four primary roles: Through its leadership role, the board is accountable for the quality of workforce services in the region and further perceives its role to be that of change agent, convener and champion of workforce-related issues. The Board's functional roles include oversight and management of both fiscal and workforce service delivery through the WorkOne Centers. The board monitors and oversees attainment of both system and participant performance goals and monitors the regional impacts of the funds invested. It identifies important and emerging trends in the economic, demographic, workforce, and social spheres and supports ongoing workforce information gathering and analysis. The board develops collaborative approaches and partnerships to address regional opportunities and challenges.

Goals

The RWB established four key goals that will be addressed over the two year period of 2006 - 2008:

- Improve the product, quality and public image of the WorkOne Career Centers
- Bridge the disconnect between K-Education and workforce development
- Effectively align, expand and solidify the relationship between economic and workforce development and education
- Determine how to effectively allocate resources to get maximum impact on each of the four workgroups: emergent, contingent, incumbent and expert.

Guiding Principles:

The board has adopted the following guiding principles envisioned by both the U.S Department of Labor and Indiana's Governor Mitch Daniels:

- **Universality:** Services must be available for everyone – all workers and all employers. The system will offer something for everyone from highly skilled individuals to new workforce entrants and from major corporations to small businesses. A primary focus,



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however, will be on serving small to mid size businesses and the entrant, contingent, and incumbent workers.

- Customer Choice: All customers must be informed and aware of the choices and opportunities that exist for employment, education and training, for both those services provided directly through the workforce system and those available through community partners.
- Performance-driven and outcomes-based: The system must be accountable for achieving the outcome of a skilled workforce. Customer feedback, quantitative and qualitative data will be used to measure success and become the foundation of continuous improvement activities.
- Innovation and Integration: Northeast Indiana's service delivery model is outdated and duplicative. EGR3 is innovating its programs and streamlining its delivery methodology within the framework of a demand driven approach. Customers will be able to enter the system through multiple access points, yet it will feel like a single system. There will be no separate identification of programs or agencies.
- Exemplary Customer Service: Exceptional treatment, by all staff, is now the norm toward both job seekers and employers.
- Regionalism and Alignment: The workforce system will be aligned with education and economic development throughout the northeast Indiana, eleven county region through the continuation of the Strategic Skills Initiative process and findings.

FINANCES

What are your primary funding streams including sources with dollar amounts?

Region 3 primary funding streams follow:

Workforce Investment Act (WIA)	\$7,140,465
Rapid Response	\$80,000
Strategic Skills Initiative	\$1,168,587
Navigator	\$53,746
Business Consultant	\$37,000
Career Advancement Accounts	\$375,000
Local Contributions (Business & Education Summit)	\$7,450

What are your financial obligations for each of the two program years? Estimates for funding and obligations should be used for PY2007.



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PY '06

Workforce Board	\$25,500
Regional Operator	\$1,073,551
Service Providers	\$9,791,324
WorkOne Budget	\$227,025
Total	\$11,117,400

PY '07

Workforce Board	\$51,000
Regional Operator	\$1,073,551
Service Providers	\$10,283,243
WorkOne Budget	\$454,050
Total	\$11,861,844

What percent of your WIA funding is used for administration in contrast to program, for overhead in contrast to service delivery, and for tier of services (core, intensive & training)?

Administration	6%	Core	11%
Program	94%	Intensive	49%
Overhead	58%	Training	40%
Services	42%		

What actions are being taken to reduce administration and overhead costs and to increase funding spent on training?

The Regional Operator conducted a thorough analysis of its overhead costs, specifically considering those related to maintaining and staffing the WorkOne offices. As a result, an innovative plan to provide comprehensive services at the Express sites on at least one day per week is already underway. On days when full services are not offered in that county, they are available in the adjacent county. This ensures that customers are within a reasonable driving distance to all the services available in the full service WorkOnes at the express sites located in their own communities. This plan reduces staffing costs, while at the same time delivers a level of services to customers that is exemplary.

EGR3's strategy to integrate service delivery at the WorkOne centers will also reduce costs. Functional integration of service delivery will eliminate the many levels of duplication and redundancy that currently exist in the WorkOnes.

The evaluation process also revealed opportunities for co-locating the WorkOne with another community-based agency. In LaGrange, for example, the WorkOne is now co-located a community learning center. WorkOne pays a flat fee to use the office space, computer labs and technology infrastructure without incurring ongoing lease costs. This arrangement has allowed us to reduce our costs by about 70 percent. We are considering a similar arrangement in another county.

The administrative arm of WorkOne is co-located with other key regional economic and workforce development and education entities at the newly established Economic Growth Center. This initiative was founded by the RO around a vision for creating a comprehensive, coordinated economic and workforce development system in the region aimed at maximizing resources and establishing a more effective system for delivering services to businesses. Still in its first year, partners in the center have already begun sharing technology and are leveraging each other's resources to rent space, install state of the art technology equipment, co-host events, and provide staffing support to each other – all of which are demonstrating cost



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reductions. Just as, if not more, important is the alignment that is occurring among the agencies through sharing business leads, making joint visits to companies, and negotiating workforce and economic incentive packages offered to expanding companies or to new prospects..

EGR3 is exploring ways to use communication technology to provide services to customers. Electronic job fairs, web access to education and training programs and even using technology to provide the case management support that is the hallmark of the WorkOne system are early examples of innovative ways to deliver services, while at the same time reducing costs. In EGR3, high speed internet connectivity is now available across the region – with more of the populace having access, this service delivery methodology is now feasible.

Describe the competitive process used to award grants and contracts for activities carried out under WIA.

The Regional Operator, on behalf of the Workforce Board, uses a procurement process that follows federal requirements applicable to non-profit agencies (OMB Circular A-110), to award grants and contracts. All procurement activities provide, to the maximum extent possible, open and fair competition. The RO maintains a Bidders List – a database of more than 100 potential bidders to which the RFP is sent electronically. In addition, public notices are published in regional and local news publications. RFPs are also posted on the WorkOne Northeast Web site, on national Web sites, and are automatically picked up and posted by national clearing house Web sites.

Upon issuance of an RFP, a minimum of four weeks is allowed for bidders to respond. A committee reviews and evaluates proposals against pre-determined criteria. Detailed notes and information on the decision making process are maintained for monitors to review to ensure the RO's compliance with federal, state and local procurement policy. Records include the basis for contractor selection, justification for lack of competition if and when competitive bids or offers are not obtained, and the basis for the awards. The RO's procurement process has undergone both state and regional review and is considered exemplary. Egr3's process for procuring youth services has been identified by DOL as a best practice.

STRATEGIC SERVICE DELIVERY

How is the RWB addressing the needs for service delivery in a cost effective manner?

The RWB will fully integrate services delivery across all funding sources. This will reduce duplication and eliminate inefficiencies in WorkOne activities. Examples include combining reception activities, initial interviews and assessments. Currently in the WorkOne, there are two of everything – two receptionists, two methods for orientation, two customer information systems, — integration will combine and streamline these activities and services into a coordinated unified and simplified model. Integrating *a//* training activities into a single skills unit and integrating employer services into a single unified team will eliminate duplication, and will lead to coordination and premier services delivered to both job seeker and business customers.



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The model for integration will virtually eliminate all redundancies and, as a result, will immediately become more cost effective.

In addition to integrating with existing WorkOne services, the RWB will also ensure that the system coordinates with external funding sources such as Pell grants, scholarship programs, and other locally available resources. By leveraging these resources for WorkOne customers, the WorkOne system will be much more cost effective and will increase the overall level of funding available to service the job seeker and business customers

With the reduction of unemployment insurance staff in the WorkOne centers and the upcoming focus on self-service systems for both labor exchange and unemployment insurance, how does the RWB propose to adjust their service delivery strategy to meet the needs of the EGR in a cost-effective manner?

The ongoing flow of people in need of Unemployment Insurance (UI) Assistance has, for many years, provided a continual pool of people for WIA, Wagner-Peyser and other services. Those clients who will continue to come to WorkOne offices for UI services, will be given "over the shoulder" instruction through the new UI process. As in the past, these clients will also be directed through the standard job seeker process.

We see this as an excellent opportunity to build WorkOne offices into dynamic labor exchange and self-service centers. Additional documentation, that is easy to read and follow, will be available for clients to use as they walk through the unemployment insurance process. Computers and telephones will be made available for their use in filing and tracking claims, and obtaining required assistance via the UI helpdesk. The amount and type of material in addition to easy access to pertinent labor market information specific to our region, EGR3 Hot Jobs and skill requirements, and high-wage, high-demand jobs will also be made available to all clients.

EGR3 WorkOne Resource Areas will undergo a renovation so they are more user-friendly and include up-to-date media and technology. We believe this will increase client's usage of resources in the Resource Area. This will limit the number of staff required in this area and allow staff to assist people in a more efficient manner.

With the implementation of the Unemployment Insurance Modernization (UIM) project, a reduction in client flow into WorkOne offices will be evident. UIM also calls for a reduction in staffing and funding. Due to these reductions, plans are to develop and implement cost-effective, innovative approaches to recruiting clients. Innovative approaches include but are not limited to: increasing the number of single employer job fairs; encouraging employers to accept on-site applications; conducting interviews, testing and screening; and advertising "Hot Jobs" and employers who are actively hiring on signs prominently displayed outside of WorkOne offices.

Has a strategy been developed to identify strategic partners for collocation and collaboration in the WorkOne? If so, describe the strategy.



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A strategy has been developed to identify strategic partners for collocation and collaboration in our WorkOne offices. The goal is to develop new partnerships to develop the workforce system in the region. This includes possible co-location, but collaborative relationships (those that share human and financial resources) are critical to system building and thus coordination and alignment. In the effort to identify and develop new partnerships it has become apparent that in some areas significant duplication is occurring. Learning Centers whose mission it is to meet with businesses and develop education programs without regard for the potential of joining forces with other entities charged with the same mission is duplicative. Thus, the RO is seeking new partners in each county to first identify the issues and challenges that exist in that geography, then to mitigate these issues through partnership. Already, private resources have been obtained or leveraged to implement collaborative efforts in the region.

Who are those partners?

Partners include private businesses, foundations, industry associations and community based organizations such as adult basis education program providers, literacy groups, non-profit education providers, and non-profits whose mission is teaching vocational English. Funds and in-kind contributions have been realized through WorkOne training programs requiring match funds from both businesses and post secondary education. In the urban areas, new partnerships are developing with faith and community-based organizations through the SHARE Network. This has been particularly successful in Allen and Grant Counties to serve non-English speaking populations. Throughout the region, new partnerships are being formed with local Chambers of Commerce and local economic development organizations. Statewide and regional organizations with which we are developing partnerships are the Indiana Youth Institute, the Regional Marketing Partnership, the Northeast Indiana Corporate Council, the IPFW Community Research Institute, Small Business Development Center, Four County Vocational Center, Northeast Indiana Innovation Center, High School Career and Technical Education Directors, and all post secondary education institutions.

What is the service integration strategy for increasing the integration of all WorkOne services within the restrictions that are set forth by federal and state law/policy?

EGR3 identified a model for the functional integration of service delivery by first reviewing national best and promising practices. We conducted a thorough evaluation of our WorkOne to provide baseline data on the current service model and to help identify the areas where the most substantive change is needed. This benchmarking process revealed that rather than identify what needed to be changed, it was far simpler to select what did *not* need to be changed to achieve the integration goals as defined in the State Strategic Plan.

The model selected by EGR3 functionally integrates all aspects of the WorkOne and system delivery methods. EGR3's service integration model has been developed by reviewing several best practice integration strategies. We understand and anticipate that our model will be considered an on-going continuous improvement project where changes will be made to reflect the needs of employers, job-seekers and partners. The mission of our integration plan is to create a demand driven workforce system that is flexible and responsive to both job seekers and the workforce needs of businesses. This model is designed to create a comprehensive and



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seamless workforce development system which will focus on talent identification and skills training to provide a premier workforce pipeline for EGR3. In order to achieve true, seamless integration, staff from all funding streams will be aligned by function and work toward achieving the same outcomes.

Staff from all funding streams will be cross-trained so they are able to deliver all available services or at a minimum, due to restrictions set forth by federal and state law/policy, are familiar with and can articulate all available services to clients. Staff will be assigned to a functional area, however, as stated above will be trained to assist in other areas as needed due to customer flow.

Our integration model consists of three functional areas: 1) Welcome Unit, 2) Skills Unit, and 3) Jobs Unit. The primary responsibility of the Welcome Unit will be to quickly assess the needs and interests of jobseekers. Once this has been established, jobseekers will be paired up, to work one-on-one, with a staff member assigned to the either the Skills Unit or the Jobs Unit. Job seekers requiring additional training will be directed to the **Skills Unit**. Job seekers, who do not require additional training and are assessed to be ready for work, will be directed to the **Jobs Unit**.

The **Skills Unit** will engage in more comprehensive assessments to ensure customers are placed in appropriate training activities. KeyTrain will be a central feature of this unit and Individual Training Accounts (ITAs) and Career Account Advancements will be established as appropriate for job seekers. Ivy Tech Community College will also be used to help develop short-term customized training programs that prepare job seekers for jobs in demand. The goal of the **Skills Unit** is to assess job seeker skill needs, successfully engage them in skill building activities (academic and/or occupational) to help them gain skills, work experience or credentials needed to enter the workforce.

The Jobs Unit will assist jobseekers with all aspects of job search and placement. They will also engage job seekers in structured activities such as workshops on interviewing, resume writing, completing applications, and employer testing. In addition to serving job seekers, staff will also serve employers. They will coordinate employer recruitment and pre-employment testing efforts, including job fairs, customizing recruitment and assessment processes to meet the needs of each employer. The goal of the Jobs Unit is identify and select the most qualified candidates for employers.

The primary services that fall under each of these units are listed below:

Welcome Unit

- "Welcome" package for new clients
- One-on-one "orientation"
- Data collection and registration
- Online mini-assessment of demand skills
- Career counseling

Skills Unit

- Online, workshops, and tutoring
- Occupational training (scholarships)



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- Job training (employer-based)
- Assessments (occupational and soft skills)
- GED attainment and remediation
- Soft skills coaching
- Referrals
- Supportive Services

Jobs Unit

- Job search tools and competence
- Proactive search for candidates
- Pre-job referral assessments
- Pre-job referral skill certification
- Job ordering taking and consultation
- Customized recruitment services

To achieve the desired level of integration described above, management from all funding streams (Wagner-Peyser, WIA, TAA and Vet services) will also need to be integrated. This newly formed WorkOne Management team will meet regularly to discuss problems, identify solutions, and improve both our integration process and the quality and responsiveness of the services we provide throughout the region. The team's focus will be systems rather than programs and will be quality and outcomes driven. Management will also develop ongoing staff development plans, hold unit-based staff meetings and promote the WorkOne brand in the community.

Realigning our regions services by function rather than funding source, cross-training all employees and merging management teams is the backbone for integrating all WorkOne services. Involvement, communication and support of all employees will be key to achieving a seamless, fully integrated customer-focused, outcome-driven WorkOne system. Achieving this goal will be of tremendous benefit to the region's employers and job seekers.

How does this include the use of systems such as TrackOne and other tools that enhance the ability to integrate service delivery?

TrackOne is a common database, case management, and reporting tool that will help the system track all services, regardless of funding source. This will certainly move integration forward because the data in TrackOne is fully integrated and all WorkOne staff will share this database as they serve mutual customers. In short, TrackOne has eliminated proprietary databases that managed "program" information and, in their place, installed a common database that all staff will share. In practical terms, this means that for each job seeker customer there will be one set of case notes, one assessment profile, one individual employment plan, and one service record reflecting everything that occurred with that customer while they received WorkOne services. TrackOne will most certainly be a valuable tool in driving the integration of WorkOne services, for no other reason than it is built completely on this premise that all data and information is shared.

EGR3 is exploring the concept of a virtual WorkOne. With technology and the enhanced communication system now available, there are numerous customers who would be able to



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access WorkOne services through a web based portal. This kind of system will also drive WorkOne service integration as these services will have to be jointly managed and delivered through the electronic system. The web based WorkOne will be managed by the "job getting" unit and will focus on job search and job placement activities.

How is the RWB integrating the Strategic Skills Initiative (SSI) into WIA service delivery and operations? How will the RWB continue the SSI without the additional SSI funding?

The primary focus of EGR3's SSI solutions was to develop leading edge worker training programs that effectively close skills gaps to ensure that the workforce possesses the skills needed by businesses. Workforce and economic data led to identifying high growth, high wage jobs in the region. Further information was collected through extensive meetings and interviews with business leaders to identify the skills required for specific jobs and then to assist in the process of drilling down to root causes, and ultimately to develop innovative solutions that alleviate shortages. This SSI process is currently being embedded in the day to day operations of the workforce system. The region's high wage, high demand jobs have been identified. Career counseling is now focused on the region's "hot jobs." Relationships with employers built through SSI have resulted in training for the companies' incumbent workers as well as for job placements of our WorkOne customers. Defining the requisite skills, using assessments to quantify a worker's existing skills, and then placement of that worker into training to increase skills, demonstrates a demand-driven system.

Providing training and education to the WorkOne staff to use these processes, and particularly the list of skills needed for certain occupations as they work with customers is critical to shifting WorkOne staff away from a "jobs" approach to a "skills" approach. Information on how to work with a customer to show him or her how the skills they used in a former job can transfer to new employment is a new approach. This is critical in providing assistance to dislocated workers in this region. EGR3's Business Services Team and Job Developers are now collecting the information on requisite skills from area employers. This provides us with key information to then work with education service providers to continue to build effective training programs. This is further evidence of the region's shift to a demand-driven approach to workforce development.

What strategies are being developed to support the three Pro Talent objectives described in "Accelerating Growth - Indiana's Strategic Economic Development Plan?"

Pro Talent Objective 1 - Existing workforce: Increase Hoosiers' skill attainment to globally competitive levels by creating the opportunity for each Hoosier worker to move at least one step up the talent scale, ranging from basic literacy to strategic skills, through demand-driven mechanisms.

Economic Growth Region 3 will:

- Form new partnerships and strengthen the existing partnerships between workforce development, economic development, and area educational institutions. This will be important with secondary schools and particularly important with post-secondary institutions such as Ivy Tech Community College.



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- Build new efficient connections between occupational training and education and occupations that are in current high demand or in emerging demand sectors.
- Recognize that it will be critical for Economic Development to play a full role in this partnership and to attract emerging industries to locate or expand in the region. A work force with globally competitive skills will not stay here if there are no opportunities to use those skills.
- Provide Career Advancement Accounts (CAAs) to individuals who are seeking assistance with occupational skills training in critical information technology areas. These CAAs will be targeted to adult incumbent workers, low to mid range workers, and dislocated workers.

Pro Talent Objective 2 - Emerging workforce: Build effective pathways for young Hoosiers to prepare our emerging workforce for success in the 21st century economy through education and training aligned with industry-demanded skills and competencies.

Economic Growth Region 3 will:

- Promote internships, Career Major Academies, WorkEthic certifications, and WorkKeys assessments
- Promote use of Bridges program (career planning software) for the emerging and dislocated workforce
- Promote career guidance and planning to middle school students leading to the creation of meaningful future plans for high school students
- Work with area educational institutions to identify and build training programs that result in high-skill high-wage jobs and attract high-skill high-wage industries
- Leverage SSI monies to further align Ivy Tech Community College to meet employer demand in key industries and occupations
- Hold Youth-Business-Education Summits with regional partners to bring economic development issues into the educational realm

Pro Talent Objective 3 - Engaged workforce: Help Hoosier communities and employers attract, engage and retain globally competitive talent from all sources – national and international. Key to this objective is opportunity. Talent is attracted by opportunity. Therefore, EGR3 must work with economic development, education, and other partners to ensure that existing opportunities are retained and that new ones are created. Consistent with Accelerating Growth - Indiana's Strategic Economic Development Plan, we will work to ensure that no employer considering this region will decide not to invest here due to the lack of a skilled workforce.

Toward this end, Economic Growth Region 3 will:

- Engage in strategic planning alignments in Northeast Indiana
- Work to bridge the gap between education, training, and market realities
- Use Strategic Skills Initiative research to target industries and occupations
- Work with area educational institutions to help identify and build training programs that result in high-skill high-wage jobs and attract high-skill high-wage industries. In partnership with economic development and our education system, we will work to deliver a sound message to any employer considering the region. If the workforce you need doesn't exist here now, this region can build the workforce you need and build it quickly.

What is the RWB's continuous improvement strategy?



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EGR3 is developing a WorkOne Quality Management System to receive and aggregate employer and job seeker feedback for the purpose of making continuous systematic data-based improvements. A Quality Management Team (QTM) will be assembled and use elements of Six Sigma and other quality improvement initiatives. The team will incorporate processes designed to deliver clear, concrete and efficient feedback and improvement. EGR3 will create a process that builds an evolving culture of continuous improvement among all staff and partners.

The Quality Management team will be responsible for establishing, implementing and managing project teams who will be assigned to work on processes or procedures that need improvement. One of our key strategies will be to involve staff at all levels of the WorkOne organization. By doing so, continuous improvement will be achieved with everyone rather than done to everyone.

How is continuous improvement being used to address quality staffing, service delivery integration and improved performance?

Our vision cannot be achieved unless our staff and services are aligned with it. An improved service delivery system cannot be achieved without improved processes and improvements in staffing. Therefore, we will be investing time and effort into cross-training employees in all aspects of WorkOne services. Time will also be spent documenting processes and procedures so consistent services are delivered by all staff members at all WorkOne offices. WorkOne employees will be required to obtain certification as a Workforce Development Professional. The certification will be based on job performance and aptitude. Training will be an ongoing initiative.

The Quality Management Team will coordinate and assign front line staff based-teams to work on problem areas that have been identified by management, staff or customers. We envision that the new service delivery integration model will be continuously modified to improve customer flow and performance. System analysis will also be an ongoing initiative.

WorkOne Marketing

How is the RWB promoting the WorkOne system?

The Regional Workforce Board, the Regional Operator, and all contracted service providers are promoting the WorkOne system through a consistent branding method via all communication media. Brands of contracted service providers are expected to become secondary to the WorkOne brand. Every element of the system will be clearly identified as WorkOne. A single brand will promote the integration initiative within the WorkOne service delivery model. At the same time this re-branding is underway, a process to improve and enhance the quality of programs, improve customer service, and improve the WorkOne facilities (both internal and external) has begun. The intent is to eliminate the confusion currently experienced by regional stakeholders and customers with a single understandable brand.



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What marketing strategy exists, not only to promote the WorkOne system, but also to increase communication between all parties including elected officials, RWB members, partners, employers, and the public?

EGR3 already has effective communication between elected officials, Regional Workforce Board members, partners, employers, and the public through a variety of means.

- Adams Co. Commissioner Doug Baumann, representing the LEO council, is an active participant in the Regional Workforce Board meetings and acts as a strong conduit between the Regional Workforce Board Local Elected Officials.
- A redesigned WorkOneNortheast.org website will be launched in 2007 using a more flexible and feature-rich content management system. This will allow for greater interaction between the WorkOne Northeast system and its many points of contact within a "Bobby-approved" format.
- A broadcast email system is being planned.
- Tool box sessions for LEDOs featuring the many tools and resources available to companies are provided.
- New, improved print materials are under development.
- Partnerships with regional entities, such as Chambers of Commerce, Industry Associations, are being formed in order to advance the WorkOne mission and services and increase numbers accessing the system.

How is the RWB's website used to promote the WorkOne system and increased communication?

As outlined above, EGR3 has launched a new Web site www.workonenortheast.org.

- WorkOneNortheast.org has been given a temporary redesign to better reflect the current programming occurring in Northeast Indiana – serving the public and all interested employees and partners.
- A new WorkOneNortheast.org Web site will be launched in 2007 using a more flexible and feature-rich content management system. This will allow for greater interaction between the WorkOne Northeast system and its many points of contact.
- Internally, a WorkOne employee's Web log was established within the website for network employee communication.
- A secure page in the Web site has been established as a communication tool for board members.
- A secure page on the Web site is being developed for contracted service providers to download policy information, templates, and information on best practices.
- A broadcast email system is under investigation.
- Links to other Web sites are being added to EGR3's site, such as IDWD and educational institutions, and Ready Indiana.



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SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis

What are the EGR strengths, weaknesses, opportunities and threats?

Strengths - Economic Growth Region 3 has a number of strengths. Among the most significant are:

- The region has a manufacturing/tooling base that is among the strongest in the world.
- The region has a logistics network that makes the region a strong choice to develop logistics clusters.
- There is a strong consensus among public, private and non-profit leadership that the region needs to align public resources to promote economic development. This strategy includes workforce development consistent with goals recognized by the Indiana Economic Development Corporation.

Weaknesses – In addition to its strengths, like every region in the state, EGR3 also has weaknesses. Among them the more prominent are:

- The region has heavy reliance on domestic auto manufacturing and suppliers for high-wage jobs
- There is a very real cause for concern that Economic Growth Region 3 will not be able to change its infrastructure for the jobs of tomorrow before the jobs of today disappear.
- All too often, higher-educated, higher-skilled workers leave the area and go elsewhere causing a "brain drain." In turn, the "brain drain" adversely impacts the region's ability to attract the high-wage high-skill industries and jobs of tomorrow.
- The region has a significant need to replace "silo thinking" with "system thinking" through which we bridge the needs of individual institutions to achieve collective regional goals.
- The connection between the region's K-12 education system and changing economic-industrial environment needs to be strengthened substantially.
- The region needs to develop strategies to overcome the perception that its adult workforce is unwilling to recognize global changes and is resistant to the ongoing upgrade of skills.
- The region needs to overcome the jobs-skills dichotomy. This is the classic "chicken and egg" problem in which new high-skill high-wage employers are not drawn to an area lacking a skilled workforce and high skills are developed without the presence of jobs where they will be rewarded. This poses a real challenge for both economic development and workforce development.

Opportunities - Economic Growth Region 3 has a number of opportunities. Included among the most notable are:

- Economic Growth Region 3 is home to the Northeast Indiana Innovation Center (NIIC). NIIC, in partnership with other organizations, provides a valuable resource to existing or emerging businesses. Moreover, it is an effective business incubator assisting entrepreneurs with funding development, product and systems development, growth management strategies, and basic support designed to help emerging business succeed and thrive.
- The region may be seeing an extraordinary logistics development opportunities emerging in Grant County. Located on the I-69 Corridor, both Wal-Mart and Dollar General have opened large and dynamic new distribution centers in Grant County.



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- Leadership changes at Ivy Tech Community College and new employer engagement strategies at Purdue/IPFW stand to make significant inroads in aligning area education with business needs.
- Additional opportunities should result from the successful launch of the Northeast Indiana Regional Marketing Partnership which has begun its five-year campaign designed to help the region as one overall economy. The Regional Marketing Partnership's efforts are to promote the region both nationally and internationally. The group's focus includes military and defense contractors, advanced manufacturing and life sciences and medical devices.

Threats – EGR3's threats include:

- A national economic downturn could have a devastating impact on this already depressed region.
- The quick engagement of the changes needed in so many institutional cultures could result in a public backlash.
- As seen in regions throughout the nation, tribalism within existing political/organizational boundaries could threaten unified regional efforts and initiatives.
- An over-reliance on forced structural changes such as consolidated government rather than promoting cultural changes could threaten to distract the region from changing attitudes and creating meaningful partnerships.
- There is an apparent lack of interest by the emerging workforce in manufacturing and logistics. Unaltered, this mindset could impair the ability of those industries to attract the workers they need for new growth and the ongoing replacement workers needed to sustain existing productivity.

How will the RWB use the strengths and opportunities to the advantage of the WorkOne system?

Economic Growth Region 3 will take maximum advantage of the area's strength and opportunities by a number of means. As examples:

- We will be an active partner with the Regional Marketing Partnership, area educational institutions, and other community resources. We currently share computer technology with the Economic Growth Partnership, provide operational support, and we encourage area organizations to join in this collaborative effort.
- When we train workers, we will work to ensure that all training is in demand occupations and that the training will help meet the needs of new and existing employers. This commitment has already been demonstrated with strong training expenditures in CNC, health, and other in demand occupations.
- We will work closely with area employers to help meet their worker needs. As in recent years, our efforts will include dozens of job fairs and assistance with applications, screening, and training for employers like the Wal-Mart distribution center.
- We will work to assist the needs of the region's emerging logistics industry. Toward this end, for example, more than \$250,000 of SSI monies were dedicated to building a logistics-oriented knowledge workforce.
- We will continue to train and supply workers needed for the area's strong machine tooling industries. In addition, nearly one half of the EGR's Strategic Skills Initiative funding is



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(SEF), Training Acceleration Grants (TAG), Skills Grants through the WorkKeys initiative, SSI related grants for training in SSI industries, Career Advancement Accounts for Incumbent Workers (while these essentially go to the individual worker, specific businesses are targeted for this opportunity and training opportunities funded by local resources.) Our region boasts the greatest increase of training dollars leveraged into northeast Indiana than any other region and the second highest total of training dollars for the state. This is proof that regional integration and regional control of the investment of the state's resources is effective.

Higher levels of integration are achieved by working closely with other partners such as Ivy Tech Community College and the Small Business Development Center so grant funds available through these agencies are marketed to businesses by all partners. This strategy creates a vital sales force to market all partners' resources. Constant contact and interaction among and between partners is vital to the directing resources into the region, and for achieving the anticipated return on these investments.

The WorkOne Business Services Team in its current state will be dismantled. A new team will be established that will be trained to work effectively with businesses. This team will operate under the leadership of the Business Consultant and will market the WorkOne and state workforce tools and services to business customers. They will incorporate the traditional job developer role into new functions that will successfully link the business community to the WorkOne, thus improving the perception of the Workforce system. Strategies to increase the effectiveness of this team include cross training on tools and resources and extensive training on customer service.

We will explore the opportunity to seek, or assist employers in obtaining, grants that provide technical and financial assistance to private employers in the community to assist them in creating employment and business opportunities for area job seekers. As part of our overall regional strategy, we will focus on projects with one of three program strategies: self-employment/ micro-enterprise, new business ventures, and business expansion. Although specific opportunities have not yet been identified, opportunities may be found in the following:

- Grants for Minorities
- Business Development
- Expansion Grants
- Small Business Association
- Business Counseling Services
- Women's Business Ownership Assistance
- State Government Grant Funding Programs
- Venture Capital Resources
- Education Grant Resources
- Scholarships
- Research & Training Grant programs
- Health Care Grant Programs
- Corporate Foundation Grants
- Private Foundation Grants



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Section 2 – Labor Market Information and Demographics

Much of the information for this section of the local plan should be available based on the Strategic Skills Initiative. The Labor Market Information and Demographics should present a vivid picture of the area's workforce and workforce needs. It should be the basis for both the strategic and operational plans.

Workforce Statistics

What does the current workforce look like statistically? This should include data on both the workforce and the job seekers.

Workforce unemployment rates have been steady over the past several months. The chart below represents current rates for December 2006.

December 2006 Labor Force Estimates (not seasonally adjusted) Monthly Unemployment Rate Percentages			
	12/06	11/06	12/05
INDIANA	4.7	4.5	5.3
EGR 3	5.0	4.9	5.5
COUNTY			
Adams	4.0	3.9	4.6
Allen	4.7	4.6	5.0
DeKalb	5.7	5.7	6.2
Grant	6.4	6.1	7.3
Huntington	4.7	4.8	5.4
LaGrange	5.6	5.3	5.2
Noble	5.9	5.8	6.2
Steuben	6.0	5.8	6.3
Wabash	5.2	5.1	5.9
Wells	4.1	3.6	4.6
Whitley	4.3	4.2	4.9

In 2004, EGR3 had eight three-digit NAICS-code industry categories that employed at least 10,000 workers within the region:

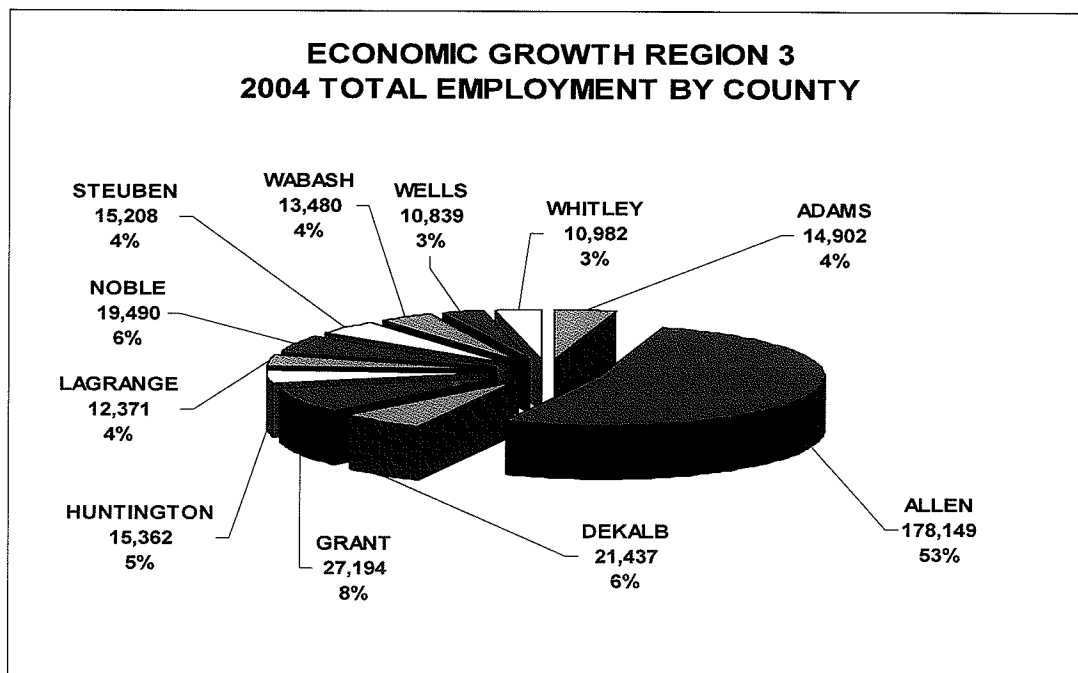
Food Services and Drinking Places	25,441
Educational Services	24,423
Transportation Equipment Manufacturing	19,936
Hospitals	15,693
Administrative and Support Services	14,165
Ambulatory Health Care Services	12,049
Fabricated Metal Product Manufacturing	11,566
Specialty Trade Contractors	10,325



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In 1994, three additional industry categories also employed more than 10,000 workers. However, they have dropped from that threshold in the past 10 years:

- Merchant Wholesalers, Nondurable Goods
- Plastics and Rubber Products
- Computer and Electronic Product Manufacturing



The chart below represents the current applicant pool for EGR3. The applicant pool provides a numerical ranking of the top twenty jobs being sought by job seekers. The job titles listed below are specified most often by job seekers in the CS3 system.

Applicant Pool for EGR3

Job Title	Number of Applicants
Assemblers (Factory Work)	8,695
Production Laborers	7,105
All Other Machine Operators	4,688
Forklift/Industrial Truck Operators	4,221
Hand Packers & Packagers	3,402
All Other Hand Workers	3,057
Stock Clerks: Stockroom/Warehouse	2,839
Production Inspectors, Testers, Graders	2,422
General Office Clerks	2,242
Cashiers, General	2,151
Shipping & Receiving Clerks	1,949



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All Other Metal & Plastic Machine Operators	1,807
Production Helpers	1,711
Receptionists/Information Clerks	1,693
All Other Precision Assemblers	1,679
All Other Machine Setters & Set-up Operators	1,595
Order Fillers – Wholesale/Retail Sales	1,574
Other Inspectors & Testers	1,553
Other Hand Material Mover	1,536
Machine Assemblers	1,505

What are the workforce needs for the area's employers (current and future)?

We know that specific occupations need specific skills. Yet, one of the common themes shared by virtually all employers is the need for employees with a good work ethic and what are referred to as "soft skills." By "work ethic," employers mean attendance, punctuality, honesty, the willingness to provide work for compensation, and other desirable attributes. In addition to including work ethic, depending on the need of a specific employer, skills vary somewhat but generally include:

- Oral communication skills
- Spoken communication skills
- Written communication skills
- Teamwork/collaboration skills
- Self-motivation/initiative skills
- Critical thinking skills
- Flexibility/adaptability skills
- Interpersonal skills
- Questioning skills
- Creativity skills
- Influencing skills
- Research skills
- Organization skills
- Problem-solving skills
- Time management skills

Virtually all employers expressed an interest in employees who are well-rounded, technically inclined and trainable. Having acknowledged this, however, it cannot and must not be our sole focus. In order to attract and retain high-wage employers to the region, it is critical that we have an educated workforce with skills in demand.

Looking back over the last two decades, very significant dislocations have occurred throughout the region. It can be concluded that these did not occur due to a shortage of workers with "work ethics" and "soft skills." New and emerging employers "want it all." There can be little doubt that once a new employer considering location or expansion in the region is convinced that there is a wealth of workers with "work ethics" and "soft skills," that employer's attention will quickly turn to education and hard skills.

How are those employer needs for skilled employees going to be met? Include strategies for upgrading current worker skills and for finding and preparing new workers.

Critical to meeting employer needs for skilled employees is building new bridges between education, economic development, and workforce development. It is imperative that a significant amount of the region's educational resources be devoted to the creation of educated skilled workers. A key strategy will be to hold a Business-Education Summit and to make



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communication between business and education a dynamic ongoing process. In addition, other strategies include:

- Work with secondary schools to build pathways for youth to successfully compete for high demand jobs.
- Work with economic development to help the expansion of existing industries, and the location of new industries, in this region.
- Work with post-secondary schools to identify high demand occupations and help develop short-term training courses to meet their needs.
- WorkEthic training and certification to help meet the demands of Region 3 employers.

What are the EGR's current and projected employment opportunities?

The top 25 individual SOC's (not 1000-level occupation cluster aggregates) per IWD's SSI EGR3 projections.xls:

Top job openings from growth & replacement 2002-2012		
Occup. ID	Occupational title	Openings
41-2011	Cashiers	4,480
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	4,400
41-2031	Retail Salespersons	3,710
51-2092	Team Assemblers	3,220
35-3031	Waiters and Waitresses	2,920
29-1111	Registered Nurses	2,330
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	2,300
41-4012	Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	1,620
25-9041	Teacher Assistants	1,530
43-5081	Stock Clerks and Order Fillers	1,490
51-1011	First-Line Supervisors/Managers of Production and Operating Workers	1,450
43-9061	Office Clerks, General	1,440
53-3032	Truck Drivers, Heavy and Tractor-Trailer	1,420
49-9042	Maintenance and Repair Workers, General	1,410
31-1012	Nursing Aides, Orderlies, and Attendants	1,370
25-2031	Secondary School Teachers, Except Special and Vocational Education	1,300
11-1021	General and Operations Managers	1,230
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,220
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	1,220
25-2021	Elementary School Teachers, Except Special Education	1,180

What are the EGR's high-demand, high-wage occupations (should come from Strategic Skills Initiative)? This must include a demand occupation list.

The following occupations have been identified as high-wage, high-skill occupations:

- Computer Systems Analyst (SOC 15-1051)
- Industrial Engineer (SOC 17-2112)
- Registered Nurse (SOC 29-1111)
- CNC-MIMM: A hybrid occupation combining the skills of the following occupations:



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Occupation Title

- Computer-Controlled Machine Tool Operators, Metal and Plastic
- Industrial Machinery Mechanics
- Machinists
- Maintenance and Repair Workers, General
- Maintenance Workers, Machinery

(EGR3 has identified additional jobs that are high wage and have potential for growth. This list is used by WorkOne partner staff while providing assistance to customers in developing their career goals and the pathway to achieve those goals.)

What are the job skills necessary to obtain the employment opportunities especially high demand, high wage opportunities?

High demand occupations like those above demand the following skills:

<p>Computer Systems Analysts</p> <ul style="list-style-type: none"> • Active Learning • Complex Problem Solving • Coordination • Critical Thinking • Equipment Selection • Judgment and Decision Making • Learning Strategies • Monitoring • Quality Control Analysis • Reading Comprehension • Service Orientation • Systems Analysis • Technology Design • Time Management • Troubleshooting 	<p>Registered Nurses</p> <ul style="list-style-type: none"> • Active Listening • Coordination • Critical Thinking • Instructing • Judgment and Decision Making • Learning Strategies • Monitoring • Reading Comprehension • Science • Service Orientation • Social Perceptiveness • Speaking • Time Management • Writing
<p>CNC-MIMM</p> <ul style="list-style-type: none"> • Active Listening • Equipment Maintenance • Equipment Selection • Installation • Mathematics • Operation and Control • Operation Monitoring • Quality Control Analysis • Reading Comprehension • Repairing • Troubleshooting 	<p>Industrial Engineers</p> <ul style="list-style-type: none"> • Active Listening • Complex Problem Solving • Critical Thinking • Mathematics • Reading Comprehension • Time Management



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What is the educational attainment for the populous, including secondary and postsecondary education in the area/region and current high school graduation rates?

Table 7. 2004 Graduation Rates for Bachelor's Degrees in NE Indiana Institutions				
	BA/BS conferred	In 6 yrs.	In 5 yrs.	In 4 yrs.
Huntington College	177	63%	62%	51%
Indiana Institute of Technology	393	23%	17%	1%
Indiana University – Purdue University Fort Wayne	873	19%	14%	3%
Indiana Wesleyan University	1476	67%	65%	54%
International Business College	51	56%	56%	56%
ITT Technical Institute	46			
Manchester College	198	54%	53%	45%
Taylor University – Fort Wayne	81	45%	41%	31%
Taylor University – Upland	406	77%	76%	64%
Tri-State University	220	54%	52%	27%
Tri-State University – Fort Wayne	34			
University of Saint Francis – Fort Wayne	175	44%	43%	24%
Source: IN Commission for Higher Education, US Dept. of Education				

Education	Number	Rank of 11	Percent of State	Indiana
School Enrollment (2005/2006 Total Reported)	145,297	3	12.60%	1,155,527
Public	118,537	3	11.50%	1,034,301
Private	26,760	2	22.10%	121,226
Public High School Graduates (2003/2004)	8,030	3	13.50%	59,655
Going on to Higher Education	6,666	2	13.80%	48,296
4-year	5,205	3	14.40%	36,056
2-year	681	4	8.80%	7,711
Voc/tech.	780	2	17.20%	4,529

Source: Hoosiers by the Numbers

Educational Attainment Age 25 & Over

Source: U.S. Census 2000

Indiana	3,893,278	1.0%	LaGrange Co.	19,519	100.0%
Less than 9th grade	206,540	5.3%	Less than 9th grade	4,596	23.5%
9th to 12th grade, no diploma	489,000	12.6%	9th to 12th grade, no diploma	3,174	16.3%
HS graduate (includes equivalency)	1,447,734	37.2%	HS graduate (includes equivalency)	6,611	33.9%
Some college, no degree	768,856	19.7%	Some college, no degree	2,736	14.0%
Associate degree	225,535	5.8%	Associate degree	673	3.4%
Bachelor's degree	475,247	12.2%	Bachelor's degree	1,036	5.3%
Graduate or professional degree	280,366	7.2%	Graduate or professional degree	693	3.6%
Adams Co.	20,158	100.0%	Noble Co.	28,554	100.0%
Less than 9th grade	1,867	9.3%	Less than 9th grade	2,299	8.1%
9th to 12th grade, no diploma	2,165	10.7%	9th to 12th grade, no diploma	4,169	14.6%



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HS graduate (includes equivalency)	9,081	45.0%	HS graduate (includes equivalency)	12,467	43.7%
Some college, no degree	3,684	18.3%	Some college, no degree	4,960	17.4%
Associate degree	1,211	6.0%	Associate degree	1,495	5.2%
Bachelor's degree	1,253	6.2%	Bachelor's degree	2,120	7.4%
Graduate or professional degree	897	4.4%	Graduate or professional degree	1,044	3.7%
Allen Co.	208,769	100.0%	Steuben Co.	21,170	100.0%
Less than 9th grade	8,858	4.2%	Less than 9th grade	673	3.2%
9th to 12th grade, no diploma	21,027	10.1%	9th to 12th grade, no diploma	2,648	12.5%
HS graduate (includes equivalency)	66,688	31.9%	HS graduate (includes equivalency)	9,099	43.0%
Some college, no degree	47,897	22.9%	Some college, no degree	4,279	20.2%
Associate degree	16,907	8.1%	Associate degree	1,183	5.6%
Bachelor's degree	31,229	15.0%	Bachelor's degree	2,000	9.4%
Graduate or professional degree	16,163	7.7%	Graduate or professional degree	1,288	6.1%
Dekalb Co.	25,500	100.0%	Wabash Co.	22,744	100.0%
Less than 9th grade	997	3.9%	Less than 9th grade	1,087	4.8%
9th to 12th grade, no diploma	2,907	11.4%	9th to 12th grade, no diploma	3,066	13.5%
HS graduate (includes equivalency)	11,694	45.9%	HS graduate (includes equivalency)	10,467	46.0%
Some college, no degree	5,157	20.2%	Some college, no degree	3,871	17.0%
Associate degree	1,583	6.2%	Associate degree	1,126	5.0%
Bachelor's degree	2,116	8.3%	Bachelor's degree	1,864	8.2%
Graduate or professional degree	1,046	4.1%	Graduate or professional degree	1,263	5.6%
Grant Co.	47,408	100.0%	Wells Co.	17,767	100.0%
Less than 9th grade	2,466	5.2%	Less than 9th grade	518	2.9%
9th to 12th grade, no diploma	7,405	15.6%	9th to 12th grade, no diploma	1,736	9.8%
HS graduate (includes equivalency)	19,858	41.9%	HS graduate (includes equivalency)	8,260	46.5%
Some college, no degree	8,607	18.2%	Some college, no degree	3,424	19.3%
Associate degree	2,401	5.1%	Associate degree	1,293	7.3%
Bachelor's degree	3,804	8.0%	Bachelor's degree	1,740	9.8%
Graduate or professional degree	2,867	6.0%	Graduate or professional degree	796	4.5%
Huntington Co.	24,386	100.0%	Whitley Co.	19,995	100.0%
Less than 9th grade	855	3.5%	Less than 9th grade	741	3.7%
9th to 12th grade, no diploma	2,803	11.5%	9th to 12th grade, no diploma	2,021	10.1%
HS graduate (includes equivalency)	11,384	46.7%	HS graduate (includes equivalency)	9,077	45.4%
Some college, no degree	4,331	17.8%	Some college, no degree	4,178	20.9%
Associate degree	1,548	6.3%	Associate degree	1,326	6.6%
Bachelor's degree	2,082	8.5%	Bachelor's degree	1,768	8.8%
Graduate or professional degree	1,383	5.7%	Graduate or professional degree	884	4.4%

Sources: Indiana Department of Education; US Census Bureau



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Region 3 High School Graduation Rates are as follows:

Northeast Indiana's High School Graduation Rates			
High School	9 th grade enrollment, school year 2001-02	High School Graduates, 2005	4-year Graduation Rate
Blackhawk Christian Jr/Sr High School	59	59	100%
Homestead Senior High School	448	421	94%
Eastbrook High School	139	124	89%
Leo Jr/Sr High School	148	130	88%
Belmont High School	216	187	87%
Woodland Jr/Sr High School	115	96	83%
Garrett High School	127	106	83%
Prairie Heights Senior High School	143	118	83%
Carroll High School	376	310	82%
Adams Central High School	105	85	81%
Mississinewa High School	150	121	81%
Huntington North High School	484	388	80%
Oak Hill High School	123	96	78%
West Noble High School	195	152	78%
South Adams Jr/Sr High School	91	70	77%
R. Nelson Snider High School	584	446	76%
DeKalb High School	313	239	76%
Eastside Jr/Sr High School	118	88	75%
Westview Jr/Sr High School	111	81	73%
Whitko High School	161	117	73%
Madison-Grant High School	115	82	71%
New Haven High School	235	161	69%
Heritage Jr/Sr High School	156	106	68%
South Side High School	366	237	65%
Marion High School	364	233	64%
Northrop High School	614	392	64%
North Side High School	366	233	64%
East Noble High School	379	235	62%
Paul Harding High School	145	85	59%
Lakeland High School	221	129	58%
Central Noble High School	133	77	58%
Elmhurst High School	319	166	52%
Wayne High School	309	148	48%
Total for EGR3	7928	5718	72%
Source: Indiana Department of Education			



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Workforce Data Needs

What workforce data is needed for the EGR related to workforce development and economic development? Provide suggestions for the collection and dissemination of this data.

It would be of tremendous value to WorkOne Northeast and its community/economic development partners to collect information on Employer Benefits. "Benefits" can be loosely defined as a combination employer-sponsored (but not necessarily fully funded) services like health insurance, dental insurance, vision insurance, life insurance, pensions, retirement savings programs (including but not limited to 401(k) retirement programs), stock options, employee assistance programs (short-term counseling services) and other creative initiatives.

Among the reasons the need for this data is so prominent:

- In our Strategic Skills Initiative research, the issue of benefits repeatedly arose. Our employer and employee focus groups, as well as our online surveys, listed benefits as a key reason for employment with a given employer. Benefits were mentioned by some as being more important than wages.
- We attempted to benchmark benefits in the same way that we benchmarked wages and salaries. We learned that no such universal, standardized benchmarking entity exists. Selected individual Economic Growth Region 3 agencies such as Local Economic Development Organizations or Chambers of Commerce do conduct benefit surveys within their service area, but we found no standardization in survey instruments that made aggregation of data possible.
- The quality of benefits frequently vary widely among employers with a region to such an extent that there is no way to determine the strength of a given community's level of benefits. As examples, health insurance benefits can range from major medical insurance programs to health maintenance organizations to preferred provider organizations to health savings accounts – all within the same market area. Past that, levels of insurance coverage and employee participation vary within those subsets.

Although wage and salary surveys have been conducted for years, we would suggest that a methodology be developed to capture benefit information as a part of the data collection process.

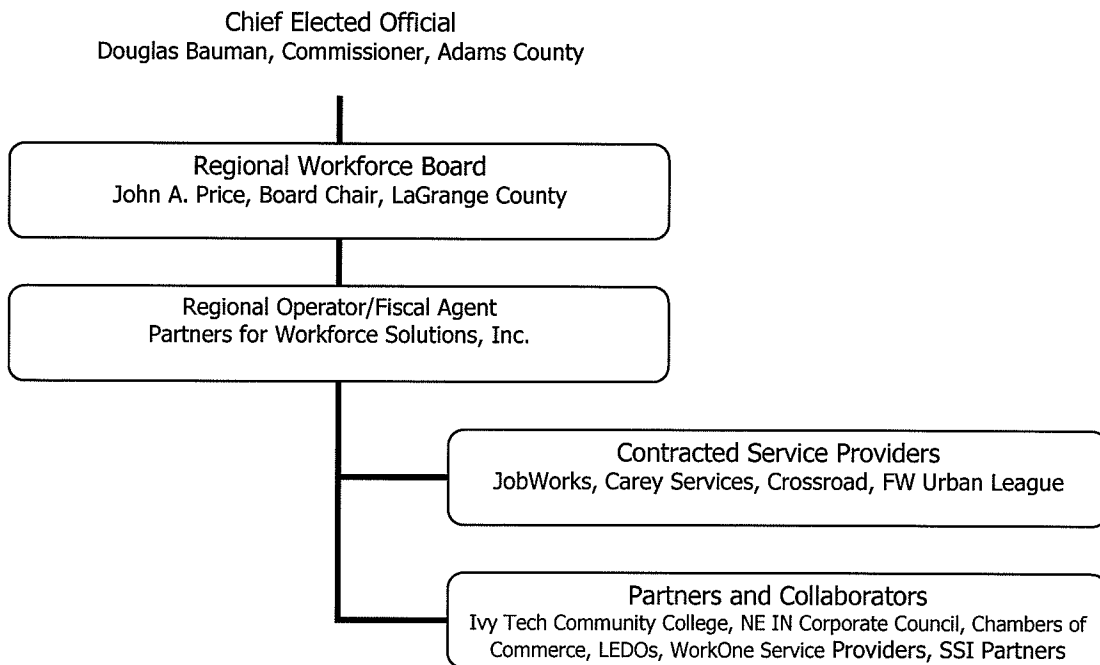
Section 3 – Governance and Structure

The RWB must present a relationship chart that shows the interrelationships between the major entities in its workforce development system including the Chief Elected Official, the RWB, the Fiscal Agent, the Service Providers and the primary partners. It must also identify the primary committees, councils and workgroups that support the RWB including the purpose and short-term & long-term objectives for each entity.



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Relationship Chart



Primary Committees of the Regional Workforce Board:

- Executive Committee: A standing committee of the board empowered to make decisions on behalf of the board
- Skills Now Committee: Oversees the regional WorkKeys and WorkEthic Certification initiatives – goals include increasing the numbers of companies, service providers and individuals using the WorkKeys employment system both for hiring and for identifying workforce training and education needs. Goal to increase numbers of youth graduating from high school with a WorkEthic certificate and businesses using the certificate as one source of information (among others) during the hiring process.
- Youth and Education Committee: Develops linkages between businesses and education to ensure the emerging workforce has the foundational skills for success in the workplace.
- WorkOne Operations Committee: Oversees system metrics and performance.
- Strategic Planning Committee: Plans and oversees implementation of the Board's strategic goals.
- Strategic Skills Initiative Committee: Oversees SSI project implementation and develops strategies to further address workforce skills gaps in high growth high wage jobs
- SSI Advanced Manufacturing Committee: Now being assembled to develop a response to the Advanced Manufacturing Request for Proposals.
- WorkOne Transition Oversight Committee: Oversees the implementation of integrated service delivery model.



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Each WIA service provider for the EGR should be identified including the programs administered and the geographic area covered by the service provider. This must be presented in a matrix format.

	JobWorks			Carey Services	Urban League	Cross Road
	Adult	Dislocated Worker	Youth	Youth	Youth	Youth
Adams	x	x	x			
Allen	x	x	x		x	x
Dekalb	x	x	x			
Grant	x	x	x	x		
Huntington	x	x	x			
Lagrange	x	x	x			
Noble	x	x	x			
Steuben	x	x	x			
Wabash	x	x	x			
Wells	x	x	x			
Whitley	x	x	x			

Section 4 – Operational Plans

A description of the one-stop (WorkOne) delivery system must be described with an emphasis on how it will address the workforce needs of the area. Details on how it will address business needs and workforce skill shortages are essential.

WIA Service Plan

What Adult, Dislocated Worker and Youth employment and training services are available in the EGR? This is not limited to services through the WorkOne system.

Economic Growth Region 3 Adult and Dislocated Worker Services include, but are not limited to, the following:

- Job seeker assistance
- Work registration assistance
- Filing of unemployment claims assistance (“over the shoulder” assistance only)
- Computer labs and internet services
- Assessment to help workers learn what they need to obtain the job they want
- Employment related counseling



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- Employment plan development to assist in planning, training, and job search
- Staff support to assist training and job search
- Short-term pre-vocational Services
- Career counseling for career change or advancement plan assistance
- Intensive job development includes structured planning for specific jobs
- Information services, resource area, and library available for job information and assistance
- Resume assistance and self help for tips on resumes
- Information and referral services.
- Adult education and literacy training (GED, math, computer skills, and education opportunities)
- Job readiness training
- Occupational skills training for specific occupations
- Skill upgrading and retraining to build or improve competitive skills.
- Combined workplace and classroom training.
- On-the-job training for specific training in the work environment.
- Customized training by employers for specific programs
- Employment plan development
- Staff support to assist training and job search
- Short term pre-vocational services
- Career counseling for career change or advancement plan assistance
- Scholarships and or tuition assistance for help in applying for financial assistance
- Vocational rehabilitation for services for individuals with disabilities

Economic Growth Region 3 Youth Services include, but are not limited to, the following:

- | | |
|--|---------------------------------------|
| • Tutoring | • Post-secondary preparation |
| • Alternative education | • Vocational instruction |
| • Summer employment referral & placement | • WorkKeys assessments |
| • Paid and unpaid work experiences | • WorkEthic Certification |
| • Leadership development activities | • Academic remediation activities |
| • Supportive services | • Internships |
| • Comprehensive guidance & counseling | • Scholarships |
| • Mentoring and follow-up services | • Job training and placement services |
| | • KeyTrain |

What is the availability (capacity) for each of those services?

All of the services identified above, are available in, or through, all three of the region's WorkOne offices and all eight of the region's WorkOne Express offices. When increased need is demonstrated, we have the capacity to expand or move resources among offices. Flexibility is key to meeting our capacity to meet dislocation needs and to adapt to client needs.



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What services are available through the local WorkOne system? Provide a brief description of the services available with the eligibility criteria. Also include a matrix showing services by WorkOne centers and Express sites in the EGR.

Consistent with our integration strategy, services available in, or through, the WorkOne system are identified by function as opposed to programmatic lines. Our integration strategy breaks WorkOne services into four functional areas:

- (1) Welcome Unit
- (2) Skills Unit
- (3) Jobs Unit
- (4) Business Services Unit

Welcome Unit Services:

These services include reception, orientation, initial basic skills assessments, initial employment planning activities, referral to other services (both internal services and external services), CS3 registration, and other front door activities required to facilitate access to WorkOne services.

Skills Unit Services:

These services include more in-depth and comprehensive assessments which can assess the skill building needs of job seekers, basic skills training through KeyTrain and other appropriate activities, introductory and advanced computer training activities, occupational skills training activities funded with WIA, TAA, and/or other resources, assistance in seeking financial aid and scholarship resources, referral to community based training programs such as GED programs, more in-depth career planning and counseling activities, assistance with registering for post-secondary training programs, referral to apprenticeship programs, on-the-job training programs, internship programs, support services to support job seekers in skill building activities, and other skills building activities required by WorkOne customers to be competitive in the labor market.

Jobs Unit Services:

These services include job matching services, resume writing, interview training, more in-depth assessment of job skills (including WorkKeys assessments), job referrals, job development in support of specific customers, employment testing, access to all IRA services, more detailed employment counseling activities, a variety of job seeker workshops to facilitate the job search process, specific services for veterans customers, and other job search services required to help job seekers access available employment opportunities.

Additionally, the Jobs Unit will provide specific employer services including: identifying and seeking training grants, recruitment assistance through job fairs, screening assistance through WorkKeys testing and other assessment processes, the development of customized training activities to meet specific employer needs, and the provision of outplacement services to employers that are downsizing.

Business Services:

The Business Services Unit will work hand-in-hand with economic development and other business-serving organizations to ensure workforce development activities support regional economic development efforts. This will include aggressive promotion of training grants, the



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collection, analysis and distribution of workforce intelligence information, and the development of stronger connections for businesses to workforce development services. In short, this unit will work to improve the connections between business and job seeker services.

Service Availability

Office Location	Welcoming Unit	Skills Unit	Jobs Unit	Business Services
Adams	S	S	S	S
Allen	D	D	D	D
DeKalb	D	D	D	D
Grant	D	D	D	D
Huntington	S	S	S	S
LaGrange	S	S	S	S
Noble	S	S	S	S
Steuben	S	S	S	S
Wabash	S	S	S	S
Wells	S	S	S	S
Whitley	S	S	S	S

D = Services available daily S = Available on selected days

Availability of Programmatic Staff

COUNTY	Wagner-Peyser	Veterans	Unemployment Insurance	TAA/TRA	WIA
Adams	Full-time	By appointment		By appointment	Full-time
Allen	Full-time	Full-time	Full-time	Full-time	Full-time
DeKalb	Full-time	Full-time	Full-time	Full-time	Full-time
Grant	Full-time	Full-time	Full-time	Full-time	Full-time
Huntington	Full-time	By appointment		By appointment	Full-time
LaGrange	Full-time	By appointment		By appointment	Full-time
Noble	Full-time	By appointment		By appointment	Full-time
Steuben	Full-time	By appointment		By appointment	Full-time
Wabash	Full-time	By appointment		By appointment	Full-time
Wells	Full-time	By appointment		By appointment	Full-time
Whitley	Full-time	By appointment		By appointment	Full-time

Full-time = Services available on selected days only

For each program year covered by this plan, how many clients will be served using WIA funding?

EGR3 participant projections:

PY'06: 1,175 participants

PY'07: 1,234 participants

How many WIA clients will be served in each tier of service (Core, Intensive and Training)?

Region 3 tier service projections:

PY06: Core 126; Intensive 576; Training 470

PY07: Core 136; Intensive 605; Training 493



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In addition, we are implementing a card reader system that will allow us to capture additional Core services.

What criteria does the RWB use for priority of adult intensive and training services when funds are limited? A description of the process for applying the priority of services should also be included.

Region 3 will use the following priority index system which will be used to select customers for the WIA Adult program when program resources become tight:

- The Region 3 priority index system will be utilized when and if 80 percent of WIA adult program resources have been obligated. In this situation, resource management becomes a critical issue and choices will likely have to be made as to which customers should receive services beyond those available as core services. Information available through the TrackOne database will be utilized to determine if the 80 percent obligation threshold has been met.
- The EGR3 priority index system includes three specific criteria. When and if 80 percent of the WIA adult program resources have been obligated, customers who meet all three criteria will receive priority consideration over those customers who meet only two of the criteria. Customers meeting only one of the criteria will be the lowest priority for service. The three criteria in the priority index system are as follows:
- Access to Financial Aid – Customers who have access to financial aid to help offset program costs will meet these criteria. This is necessary because when WIA Adult resources become limited, financial aid resources can be leveraged allowing EGR3 to serve more customers. These criteria say that adults who have access to financial aid (and can therefore stretch limited adult program resources) should receive priority consideration. The types of financial aid which should be considered include Pell Grants, other types of grants/scholarships, contributions from other community agencies and one stop partners (e.g., Vocational Rehabilitation), employer tuition assistance plans, and personal contributions made by the customer.
- Low Income and/or Lacks High School Diploma – If a customer is either low income or is lacking a high school diploma, they will meet this criteria. Low income is defined as either being on TANF/Food Stamps or earning a current wage which is less than the living wage as defined by the Indiana Coalition on Housing and Homeless Issues (ICHHI) for each county. Lacking a high school diploma means that the customer has not graduated from high school and has not obtained a GED.
- Residents of Northeast Indiana – Individuals who live in the eleven-county Workforce Service Area will meet these criteria.
- In all cases, if a customer is not selected for adult program services because they do not meet the criteria established in this policy, they will receive appropriate and high-quality core services through the one stop system. Referrals to appropriate WorkOne services will be made to ensure that customers gain access to these services.

What is the RWBs definition of self-sufficiency?

The definition used by the EGR3 board is 200 percent of poverty. This definition was chosen because it allows the working poor to access critical skill building activities. Too many times,



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the working poor are excluded from services because they make just enough money to put them over the poverty level. With the application of the 200 percent of poverty standard, these individuals will be able to improve their skills, meet local employer needs, and improve their overall success in the labor market. This definition is commonly used for WIA eligibility purposes.

How will the WorkOne determine whether proposed employment leads to self-sufficiency?

The first step in this process is to make sure that all WorkOne staff are aware of the job market in northeast Indiana and that they can identify the jobs that typically pay self-sufficient wages. This will require the employer services unit to conduct labor market intelligence and to share this information with staff. Armed with this information, WorkOne staff can assist customers in identifying job goals and training programs that are likely to produce self-sufficient wages.

The key to ensuring that customers acquire jobs paying self-sufficient wages is to accurately assess customer skills. If the customer is assessed to be short in critical skills areas (either foundational skills, academic skills, or specific occupational skills), then skill building activities must occur. In other words, the service mix that each customer will receive must be designed to elevate the customer to self sufficient wages.

To determine the actual self-sufficient wage for customers, WorkOne staff can use a variety of information resources. Initially, local policy says that 200% of poverty is the level at which we believe a person is self-sufficient (and this is the yardstick that staff uses currently). However, WorkOne customers are also asked to do research on jobs that will get them to this level so that the customers themselves become part of the self-sufficiency discussion. This has proven to be helpful as an informed customer is much more prepared for career planning than an uninformed customer. Staff can also use locally available LMI, wage surveys, and job order information to assess whether certain jobs will elevate a customer to self-sufficiency.

How does the RWB's individual training account (ITA) system operate? Include allowable exceptions to ITAs and how those exceptions are determined to be exceptions and how they are processed.

ITAs are annual accounts that are established for each WIA customer to support training and skill building activities. WorkOne staff establish these accounts based on the training program selected, the length of the program, the cost of the program, the financial need of the customer, and the level of financial aid (such as Pell grants) that is available. Once an ITA account is established, staff can draw down from this account to support customer training activities. The cap for ITAs in Northeast Indiana is \$3,500 and the planned training program must be in a demand occupation.

WorkOne staff also engages in on-the-job (OJT) activities as well as customized training activities. And, while these are exceptions to the ITA policy (meaning that an ITA account is not set up for these training programs), the caps are still in place. In the case of an OJT program, a contract is entered into with an employer to reimburse up to 50 percent of the wages for WIA eligible customers during a defined training period. With customized training, a



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contract is entered into with an employer to reimburse them for up to 50 percent of the costs of running a training program with WIA eligible customers. With both OJTs and customized training, ITAs are not used but direct contracts are used with employers.

If staff needs to exceed the \$3,500 cap, there is a process for obtaining approval to do so: WorkOne team leaders must seek approval from the RO. To receive this approval, team leaders must justify the need for the additional expenses.

How will the RWB/Regional Board insure quality services? Include plans and schedules for monitoring, plans and policies for corrective action and processes for the replacement of ineffective service providers.

The Regional Operator maintains a "team approach" to contract management. While certain staff members have monitoring and oversight responsibilities, the discussions regarding next steps, issues and concerns identified as a result of those monitoring activities are discussed with Regional Operator Staff as appropriate.

The Regional Operator leadership meets on a monthly basis with the leadership of the Service Provider. These monthly meetings are the venue for identifying weaknesses or concerns. A review of the financial status of the Service Provider contract is reviewed as well as participant performance. Goals for improvement are identified at these meetings and are followed up on at the next meeting to assure the issue/concern has been resolved.

The Regional Operator intends to use various types of monitoring approaches to assure quality services are being provided at all WorkOne locations. One of these approaches will be that of an "informal monitoring", this being the monthly meetings as described earlier. At these meetings a review is completed that assess the dollars expended by each county in our region as well as the number of participants being served in each of our counties. Individual county budgets have been developed to assist with assuring that services are available and provided to all populations regardless of location. These detailed reports also serve as the basis for determining if appropriate services are being provided. Along with these monthly reports, the Regional Operator has purchased a Swipe Card System that will also provide much needed data to assist in determining the level of services available and services that are being utilized at each of our WorkOne offices. This data will be the basis for decisions made by the Regional Operator and the Workforce Board as to the effectiveness of the service providers in our region.

Another monitoring approach is "desktop monitoring." As previously indicated the Regional Operator requires the submission of monthly reports that identify the dollars being expended in each WorkOne location as well as the level of participant activity in each location. These reports are reviewed monthly by the Regional Operator and this information in turn is presented to the Executive Committee of the Workforce Board as well as the Workforce Board itself.

Another monitoring approach is "formal monitoring." Formal monitoring activities entail an onsite visit to each service provider at a minimum of once per year. However, depending upon the performance of the service provider, these visits will be expanded to address any and all concerns regarding that service provider. Financial expenditures as well as participant



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performance will be the focus of the formal monitoring. Additionally, procedures and policies of the service provider will also be reviewed for compliance with State and Federal rules and regulations.

During any of these described monitoring activities, should non-compliance by the service provider be identified, and if necessary, a corrective action will be requested from the service provider. The second occurrence will result in a formal letter of acknowledgement and again corrective action steps will be required. Any subsequent non-compliance will be addressed with the Executive Committee of the Workforce Board and actions will be taken as a result of their input and guidance. All the documentation regarding the non-compliance will be maintained in the contract file.

Should it become apparent that the service provider in question cannot fulfill the terms and conditions of their contract a written notice will be given to that service provider of the intent to terminate their contract in thirty days. The funds that then become available will be distributed to other service providers who are meeting contract performance outcomes, thus requesting that provider to provide more services to more participants than originally contracted for.

How will substandard or ineffective delivery of services by a service provider be determined?

All service providers are required to complete and submit a production schedule which, in turn, becomes a part of the contract between the Regional Operator and the Service Provider. The production schedule identifies the contractor's expected performance. It identifies the numbers of participants to be enrolled, the number to be exited and the outcomes expected. Monthly desktop monitoring determines if service providers are on target to meet the performance identified on this schedule. In addition, a monthly desktop review of the financial reports for each service provider is completed. Should it be determined that a service provider isn't meeting contract expectations, either from the participant goals or from the financial aspect, a notification is sent to that service provider requesting corrective action. The corrective action is reviewed by the Regional Operator and, if acceptable, the contractor will continue to provide services. If the situation warrants it, on-site monitoring will be conducted by the Regional Operator on an as-needed basis. If, as a result of desktop monitoring and onsite monitoring, it becomes apparent that the provider is still failing, then a letter is sent to that provider terminating the contract.

Adult and Dislocated Worker Services

What strategies are planned for the recruitment of adult clients?

The local WorkOne system understands the importance of community outreach activities and promotes the WorkOne system and its services to adults and dislocated workers. This includes developing and distributing print information that can be made available to individuals at locations throughout the region. Print media will help to promote WorkOne services and provide general information about job search services, training, and other available services. Additional print pieces are also placed in high traffic areas in various community locations. Media in Spanish are also used.



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In addition to printed information pieces, the WorkOne system also conducts outreach to the community through newspaper announcements and similar venue about workforce services such as scholarship opportunities, internship opportunities, job fairs, and other job placement opportunities. Communications are sent on a regular basis to both job seekers and employers about WorkOne services.

A final strategy for conducting community outreach is to reach out directly to targeted and specific communities in northeast Indiana. Within this effort, the WorkOne system will work with community based partners to schedule specialized meetings with targeted communities, including the faith based and community-based agencies, educators and employers. The WorkOne system schedules ongoing sessions with these organizations to ensure a continued dialogue between the workforce system and significant parts of the community.

Plans for recruiting adults and dislocated workers are more specific. WorkOne actively promotes its services throughout the region in five ways. First, every GED program and post-secondary training institution in the region receives information about planned services. WorkOne staff visit post secondary training institutions in the region to ensure that they are aware of, and can refer, individuals to the WorkOne services. Of particular interest, WorkOne staff will market CareerWorks scholarships to these institutions (these are scholarships to assist low income students who are struggling financially to complete a degree program). Second, local organizations are provided with information about WorkOne programs and services so that they too can assist in identifying and referring potential customers. Organizations to play a key role in identifying WorkOne customers will be trustee offices, CAP agencies, Division of Family Resources (formally DFC), housing programs, corrections agencies, and faith- and community-based organizations in each county. Third, WorkOne will put information about services on its Web page. Knowing that growing numbers of individuals regularly access the Web, we know that placing information about program services has a high likelihood to attract attention. Fourth, literally thousands of individuals come through WorkOnes' doors each year making this a primary source of outreach for potential customers. WorkOne will also work with Regional Operator staff to ensure that program information is made available to all laid off workers through rapid response activities. And finally, to ensure access to services for individuals with a disability, special outreach efforts will be directed to organizations (local Goodwill organizations, local ARC agencies, and Vocational Rehabilitation) that are working with these individuals. Similarly, WorkOne works with organizations that provide services to minorities (including Hispanics), ex-offenders, low wage earners, and other special target groups.

How will referrals (to and from partners and community resources) be used to maximize the effectiveness of services?

All staff members are aware of services provided by partners and community service agencies to help, guide, and refer customers who are in need of other services that are provided in the community. The procedures for staff training differ among the three full service offices and can range from handouts including agency name, address, phone number and what services they offer to yearly information sharing presentations and staff meetings. Community service agencies conduct information sharing presentations about services they offer at service provider



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staff meetings. Case Management, where appropriate, ensures the use of all available resources for the benefit of the customer. Additional information on services provided by partners and community service agencies is always located and posted in the Information Resource Area (IRA) for customers to use.

Partners and community resources are a valuable asset to providers because a holistic and integrated service delivery approach can be designed to assist families towards their goals. Multiple opportunities for services at various locations can also assist in developing a support network for that individual or family. Referrals can be tracked to determine trends of service needed for cities, counties or regions. If gaps in service needs are determined through analysis of referral data, plans to address those needs can be developed and implemented.

Does the RWB have specific plans to address literacy and/or low educational attainment with the adult population? If so, describe.

The Regional Workforce Board plans to help address low literacy and educational needs of the adult population through several means. In our new service delivery model the Welcome Unit will conduct a brief assessment of everyone accessing the WorkOne system. Identification of the customer's needs, including literacy and low educational attainment challenges, is the first step toward addressing that individual's needs. Once, identified, WorkOne has numerous means to address literacy and educational attainment including:

- Targeted referral to other community education and literacy resources.
- Adult Basic Education is available in a number of our WorkOne and WorkOne Express Offices. We will work to expand the availability of that service.
- The WorkOne and WorkOne Express offices in our regional have computers and software that can assist in addressing these needs as well. KeyTrain and other software packages are available, both in English and Spanish, to be used to increase literacy levels.
- WorkOne is partnering with Ready Indiana, a new Indiana Chamber initiative to address the low levels of workforce literacy.

What specific plans are in place to increase program integration within the WorkOne and with other community resources?

As outlined earlier, EGR3 is about to embark on a wide scale revamp of the region's Workforce Development system including full integration by establishing functional rather than programmatic units. As a part of these plans, we will also work to bring other community resources into the WorkOne system and improve the collaboration between community resources. Share Network is an example of working in partnership with community-based organizations and leveraging both entities' resources.

How will the EGR coordinate rapid response activities with the workforce services for the area including coordination with statewide rapid response?

The EGR3 Business Consultant acts as the coordinator for all Rapid Response activities. The Business Consultant serves as chair of Rapid Response Team, which consists of staff from all WorkOne partner agencies who has been trained in employer relations. The Team meets on an



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as-needed basis to review changes to the Rapid Response process as determined by, and coordinated with, the State. For the purpose of consistency, the Team follows a documented process that breaks all layoffs/closures into three categories: Major Closure (using Rapid Response guidelines); Community Response (less than fifty employees); and All Others. The process is reviewed regularly and is adjusted based on employer feedback.

In most instances, it is the Business Consultant who makes the first contact with a company to gather preliminary information. The Consultant gathers additional information by sending a questionnaire to the company to find out about opportunities that may impact workers. These include, but are not limited to, severance package information, stay bonus, job titles, average wages, etc. In addition, when needed, the team will meet on-site with company representatives. Once compiled, this information is provided to Rapid Response Team members. The Team developed a PowerPoint Presentation to convey important information during large Rapid Response presentations to employees. Employee presentations are coordinated by the Consultant. (It should be noted that the Consultant does not participate in the actual presentations to employees.) Typical job training and job search activities are discussed as well as the possibility of offering WorkKeys testing to affected employees. In some instances, the company may also be willing to work with team members in establishing an on-site career center.

How will Rapid Response coordinate outreach to affected populations and coordinate orientation for those workers?

Rapid Response outreach and orientation is coordinated as follows:

- A Rapid Response team, functioning under the leadership of the regional Business Consultant, has been developed with staff from all WorkOne partners. When an announcement is received of a closing or layoff, the team is notified and is called into action. The first step is for the team to develop a strategic plan for that specific business, making sure to understand the circumstances specific to that business.
- The second step for the Rapid Response team is to schedule onsite Rapid Response presentations, as well as other necessary workshops, or WorkKeys testing activities. These schedules are worked out with the company to encourage employee participation.
- A formal PowerPoint presentation has been customized for local Rapid Response presentations. This PowerPoint helps employees understand the process and provides an overview of WorkOne services as well as offers specific suggestions and guidance to affected workers.



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What are the active TAA petitions for the EGR including the petition number, petition date, the company name(s), the number of affected workers and the class of workers covered by the petition? Petitions filed and pending federal review should also be listed.

Petition Number	Company	Petition Date	Number of Workers affected	Workers
60880	Vantage Industries LLC	unknown	unknown	
60737	Atwood Mobile Products	1-26-07	unknown	
60256	Eaton Corporation	10-18-06	unknown	Age 50 or over
60069	Cooper Standard	9-13-06	unknown	Age 50 or over
59447	Amcast	5-23-06	unknown	Age 50 or over
59407	Amcast Automotive	5-16-06	unknown	Age 50 or over
58867	Hayes Lemmerz Intl	6-23-06	unknown	
58096	Parker Hannifin Co	11-3-05	unknown	
57973	Tower Automotive	9-15-05	unknown	Age 50 or over
57898	BESI Inc	10-17-05	unknown	
57884	General Electrical Components	9-2-05	unknown	Age 50 or over
57884A	General Electrical Motors & Controls	9-2-05	unknown	Age 50 or over
57187	Benteler Mechanical Engineering	5-17-05	unknown	
57155	Thomson Inc	5-11-05	unknown	Age 50 or over

How are services for TAA participants coordinated with other services offered through the WorkOne?

- Through the "TrackOne" participant information management system, both DWD and WIA partners are able to better coordinate services to shared TAA customers. This ensures the best use of resources and decreases the potential of duplication of services. Our Employment Counselors review the TAA customers who will soon graduate from school on a quarterly basis and then refer the customers to our service provider for additional services and/or education.
- Employment Service staff are also informed when students are about to graduate and customers are referred to them so that CS3 information can be properly updated to reflect the training that was completed.
- TAA customers are often dual enrolled into WIA dislocated worker or adult programs so that they may receive additional services. Typically, this dual enrollment occurs in one of three scenarios: (1) when a TAA customer is in training but requires support services to enable their full participation in this program, the customer is often dual enrolled into WIA, (2) when a customer is struggling to identify their skills or training desires, the customer is dual enrolled and WIA services are used to help assess the customer and assist them in defining a direction for training activities, and (3) when a TAA customer is nearing the end of their TAA supported training program, the customer is dual enrolled into WIA activities to help with any job placement and/or support service issues (such as uniforms for going to work or an OJT to follow up the TAA supported training program).
- TAA customers are often participants in WorkOne orientation offered by WorkOne staff. In these orientations, TAA customers receive information about the full range of services available through the WorkOne system.
- TAA customers are encouraged to use the resource room and to work with staff who support customers using the resource room. This can include everything from simple resume help to formal career counseling and assessments.



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- TAA customers are informed of WorkKeys assessment opportunities and encouraged to attend these sessions to obtain a WorkKeys score. TAA customers are also informed of KeyTrain, which is available in all WorkOne and WorkOne Express offices, as well as in numerous community-based agencies and public locations, and they are encouraged to brush up on their basic academic skills to prepare for the WorkKeys assessment.
- TAA customers check in monthly with their TAA case manager and are informed of upcoming job fairs and job placement opportunities coming through the WorkOne system.

What actual major dislocations (50 or more workers) exist for the area or are projected for the time period covered by this plan? Provide the company's name (optional if projected), the number of affected workers and the class of workers covered by the dislocation. These projections must be based on solid information if employers are identified.

Worker dislocations have continued to plague the region. In addition to numerous smaller dislocations, the region's WorkOne Offices are working with the following significant dislocations:

Auburn:	Fort Wayne:	Marion:
130 Layoffs at Guardian	209 Layoffs at Johnson Controls	500 Layoffs at General Electric
160 Layoffs at Cooper	74 Layoffs at United Airlines	60 Layoffs at Pratt Industries
240 Layoffs at Amcast	400 Layoffs at Nishakawa Standard	
100 Layoffs at Crequent Electrical	100 Layoffs at FWSDC	
80 Layoffs at Tower Automotive	500 Layoffs at General Electric	
160 Layoffs at Kimbal Electric		
100 Layoffs at Eaton		

How are services for these dislocated workers coordinated with other services offered through the WorkOne?

Rapid Response activities are coordinated between DWD, WIA providers and Vocational Rehabilitation.

Youth Services

What percentage of the Youth allocation will be spent on in-school youth and what percent will be spent on out-of-school youth?

EGR 3 youth expenditures are split as follows:

70 percent – In-school

30 percent – Out-of-school

Older, in-school youth are our primary target for in-school dollars



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What recruitment strategies will be used for out-of-school youth? Historically, the number of out-of-school youth enrolled in the program has been low.

Youth events, collaborative partnerships with community agencies that work with youth, and word of mouth have all been effective strategies for recruiting youth. Programs and marketing and outreach materials must be relevant, exciting, and in-tune with the environment of youth to be effective. Reaching out to areas where youth typically gather is another effective recruitment strategy used in EGR3. Developing relationships with probation offices and foster care programs have also been effective because of the assistance with transitioning into adulthood. Partnering with post-secondary education opportunities is essential to developing career plans and helping youth focus on career plans. EGR3 is exploring use of web tools such as Face Book and My Space, and telecommunication devices like text messaging, photo messaging, and instant messaging to reach out to older youth.

What strategies will be used to keep out-of-school youth active in the program?

Immediate engagement in employment readiness activities; setting a goal with a plan that caters to the youth's immediate interests, but that also support long term successes; constant communication; assistance with employment and education and training; scholarship funds; and providing supportive services to reduce barriers are all effective ways of keeping youth engaged. Meeting youth on their terms, in youth-friendly locations assists youth in building a rapport with youth workers. Showing youth the benefits of work, continued education, and positive life styles first hand through mentoring and providing work experiences are effective ways of keeping youth engaged. Through supportive services, an incentive may also be provided to youth to keep them engaged. When new programs are developed, they should be done so in collaboration with youth who can provide input into what is appealing and what isn't.

How will the service providers coordinate with secondary schools and adult basic education programs to identify youth and to coordinate services?

Presentations to school staff to inform them of available youth programs, program goals and eligibility information. Marketing and outreach materials for available programs are provided to youth in schools. Direct linkages through referrals, ABE locations with non-traditional hours, and smaller class sizes allow for closer collaboration between services. Establishing and maintaining relationships between educators and case managers will help to coordinate services. Regularly schedule meetings between service providers and educators to review status of participants and identify participants for the programs.

Provide the local definition of "deficient in basic literacy skills."

Youth who are considered to be "deficient in basic literacy skills" will be defined as a youth who meets one of the following criteria:

- 1) Is out of school and has a math or reading level of 8.9 or below,
- 2) Is in school and has been determined to be at least one year behind the appropriate grade level,



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- 3) Has taken and failed to pass the minimum proficiency exam required to graduate from high school,
- 4) Has been identified by a school system as needing summer school due to poor grades or lack of credits,
- 5) Is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or society.

These criteria will be documented through the use of a standardized academic test or information provided by school systems.

Provide the local definition of “requires additional assistance to complete an educational program, or to secure and hold employment.”

The local definition of “requires additional assistance to complete an educational program, or to secure and hold employment” includes youth who:

- 1) Require financial assistance to complete an educational program based upon family income assessments (the family meets poverty guidelines or has monthly expenses which exceed monthly income and leave insufficient resources to support the educational program);
- 2) Are a single parent with child care or support service needs which require resources beyond those available to support an educational program; or
- 3) Were referred by a local school system or community based organization with the information that the youth requires such financial assistance.

Provide the local barrier that permits youth who are not low-income to receive youth services.

Local barriers include youth who face one or more of the following barriers: The youth

- 1) Comes from a TANF or food stamp family;
- 2) Has limited work experience;
- 3) Lives in the enterprise zone located in Fort Wayne or Marion;
- 4) Has poor attendance in school as defined by the appropriate school system;
- 5) Has been suspended or expelled from school;
- 6) Has criminal record;
- 7) Has or is recovering from a substance abuse problem;
- 8) Lacks stable housing or has been court-ordered into alternative housing arrangements; and/or
- 9) Has been a victim of domestic violence.

Pilot Projects

***What unique or pilot projects are being run by the RWB or WorkOne system in your EGR?
This may include current or planned projects.***

The Regional Workforce Board is operating, or plans to operate, the following unique projects in the region.

- Jobs for America's Graduates (JAG) - In-school program
- Career Advancement Accounts
- Business & Education Summit



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- Center of Excellence on Advanced Manufacturing - training programs
- Nurse Clinical Placement Clearinghouse
- Advanced Business Technology Solutions – training program
- 21 Century Logistics Management - training program
- Boot Camps (Advanced Manufacturing, Entrepreneurship, Life Sciences/Health Care, 21st Century Logistics
- Fast Track Nursing Program

What is the scope of the unique/pilot projects, the benefits, the expected outcomes, the evaluation methodology, the amount and source of the budget? As appropriate, provide a synopsis of the level of success for the project.

The following list of pilot projects does not include EGR3's Strategic Skills Initiative projects. Because each of the SSI projects has a sustainability plan, we do not consider any of them to be "pilot" projects.

Jobs for America's Graduates (JAG)

Scope: In-school drop-out prevention and workplace skills training program for juniors and seniors at five high schools

Benefits: Increase graduation rates; youth more prepared for post-secondary education and vocational training; career awareness and preparation

Expected outcomes: Increased graduation rate and increased placement into employment, post-secondary education, or the military

Evaluation methodology: Annual accreditation process is used to ensure the JAG model was implemented appropriately and the degree to which each school complies with JAG's performance standards. WIA performance and program data reviews are continuously performed throughout the program year.

Amount and source of budget: In-school youth allocation; \$60,000 per school

Career Advancement Accounts

Scope: The EGR3 Regional Workforce Board will provide Career Advancement Accounts (CAAs) to individuals who are seeking assistance with occupational skills training in critical information technology areas. These CAAs will be targeted to adult incumbent workers, low to mid range workers, and dislocated workers. Critical project partners include Ivy Tech and other local providers of high-end IT training activities as well as WorkOne partners who will manage the distribution of CAAs to eligible individuals. The CAA project will support the delivery of 120 CAAs to individuals engaged in IT training. Specific training programs of interest will include network administration, computer programming, programmable logic controllers, and other hardware and software training programs. All training programs supported with CAAs will result in the acquisition of a recognizable skills credential for program participants. EGR3 will use a direct vouchers system to training providers to implement the CAA program. WorkOne career advisors will issue these vouchers to eligible and appropriate individuals and, as part of this process, will work directly with local training organizations to arrange and pay for needed training activities (including books, supplies, and other needed materials). EGR3 will offer 125 CAA awards to support high-end IT training activities in the region. The estimated value of each award will be \$2,850. Consistent with CAA program requirements, 95 percent of project



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resources have been budgeted to support the direct costs of training activities for CAA recipients.

Benefits: More workers will be trained in order to remain globally competitive by (1) getting more training dollars in the hands of workers, and (2) streamlining the One-Stop service delivery system through the elimination of outdated service delivery processes.

Outcomes: 125 incumbent workers enrolled in training and education programs; 125 completers with enhanced skills and/or industry-recognized certification and credentials

Evaluation methodology: In addition to TrackOne reporting, EGR3 will also evaluate the CAA program in terms of its overall performance. To do this, quarterly reports will be prepared to show program performance on critical common measure and WIA performance standards. Specifically, job placement rates, job retention rates, participant wage rates, and participant credential rates will be tracked. The EGR3 WIA service provider will also be required to submit regular reports to the board demonstrating their progress in meeting performance standards with CAA resources. Another component in the local evaluation of the CAA program will be a review of WorkKeys assessment scores. As one final means of assessing CAA program performance, the WorkKeys scores of program participants will be benchmarked to these baseline scores. The program will be judged to have been effective when participant scores meet or exceed these baseline WorkKeys scores.

Amount & source of budget: \$375,000; Indiana DOL pilot project

Business & Education Summit

Scope: The mission of the summit was to foster the creation of links between High Schools and businesses that improve student performance and career readiness through initiatives that emphasize rigor, relationships and relevance in their learning. This was accomplished through a variety of means including Boot Camps, Distance Learning, educator-business relationships, CMA's, internships. Twenty-four school based teams attended an over 100 businesses and post-secondary representatives partnered with the schools. In total, there were nearly 300 people in attendance

Benefits: Increased relationships between educators and businesses; awareness for schools of businesses that are willing to offer internships, facility tours, speaking engagements, job shadowing, mentoring, summer jobs, and career information;

Expected outcomes:

- School-based teams will develop new collaborative relationships with businesses and strengthen existing relationships
- Combined school and business teams will develop a plan to increase applied and experiential learning for students and/or teachers by adding rigor and relevance to instruction
- Raise awareness of 2006 State of the Workforce
- Promote student pursuit of post-secondary education, certifications and vocational training after high school

Evaluation: Survey at end of event; Follow-up to obtain feedback from each school

Amount and source of budget: Sponsored by secondary, post-secondary and community organizations along with EGR3 WIA funding; \$18,000 total budget.



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Are there pilot projects that the RWB would like to operate? Please list.

The Regional Workforce Board would like to operate the following projects:

“Makin’ It – The Hip-Hop Guide to True Survival” Series:

This self-esteem and self-actualization series is designed to not only motivate disconnected youth; but, also to connect their urban street culture identity to personal achievement and positive leadership, as well as to academic and professional success. Youth lead, instruct and further motivate other youth in this series as Peer Support Workers (PSW). Youth Development Research Fund (YDRF) & President Edward DeJesus have implemented this program in several different WIA provider locations, including Indianapolis. Funding support includes training, materials, and youth stipends.

Jobs for America’s Graduates Out-of-School Program:

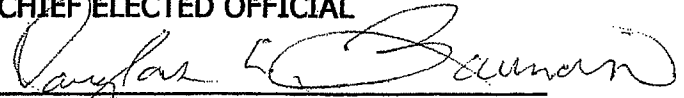
This program serves dropouts and young people in alternative schools.

Others projects we would like to operate include:

- Career Boot camps for Youth (Entrepreneurship, Advanced Manufacturing, Health Care Delivery and Logistics)
- Innovative ways to maximize delivery of services through the WorkOne system

The parties, by their respective signatures and dated below, agree to and endorse the Economic Growth Region 3 Workforce Investment Plan.

CHIEF ELECTED OFFICIAL


Douglas Bauman


Feb. 16, 2007
Date

NORTHEAST INDIANA REGIONAL WORKFORCE BOARD, INC.


John A. Price, Board Chair

2/9/07
Date

PARTNERS FOR WORKFORCE SOLUTIONS, INC.


Kathleen Randolph, President & CEO
EGR 3 Regional Operator

2-09-07
Date



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dedicated to the reengineering of manufacturing and ensuring that EGR3 manufacturers have a workforce.

- We will support joint economic development initiatives in the region. Regional public, private and non-profit leadership agree on the need to align public resources to promote economic development. Shared strategic plans between core regional agencies makes alignment of goals easier to achieve.
- We will work with Ivy Tech Community College and other educational institutions to help identify employer training needs and to help develop long-term and short-term training programs to meet those needs as quickly and efficiently as possible. We have already demonstrated this commitment by working with local education entities to develop focused short-term training designed to meet the immediate needs of area employers. Intensive short-term training in welding and quality control, for example, have been developed and successfully executed. Ivy Tech Community College will receive over ½ of all Economic Growth Region 3 Strategic Skills initiative money, either directly as a solutions provider or through subcontracts. In addition, we are participating in a new employer engagement strategy at Purdue/IPFW.
- Through our close ongoing relationship with area educational resources, we will continue our efforts to help align education with business needs.
- Approximately one third of the Strategic Skills Initiative solutions will be housed at the Northeast Indiana Innovation Center and NIIC employees have been engaged in SSI and the Business-Education Summit.

How will the RWB address the weaknesses and threats in order to minimize any adverse affect on the WorkOne system?

Weaknesses/Threats – Our plans to address the weaknesses and threats to Economic Growth Region 3 include:

- Targeted workforce investments toward non-domestic auto industries – and especially toward those manufacturers looking to retool themselves to serve other, more stable industries.
- The Strategic Skills Initiative Advanced Manufacturing Center and Advanced Business Technologies solutions directly support this area.
- We will support the Regional Marketing Partnership to help reduce the loss of high skill workers to other regions.
- Through the Strategic Skills Initiative, we plan to bring together and engage LEOs, LEDOs, Chamber officials, school officials, foundation officials, business leaders and non-profit leaders in small groups to gather a shared understanding of the challenges facing Economic Growth Region 3.
- We, in partnership with other organizations, plan to hold Business-Education Summits to help address disparity between much of K-12 education and the needs of the region.
- We plan to “retool” the WorkOne Northeast system, use Strategic Skills Initiative, Career Advancement Accounts and other opportunities help our workforce recognize global changes and upgrade skills.
- The Strategic Skills Initiative in combination with the Regional Marketing Partnership will be used to help build the skills in the incumbent population while serving as the crosswalk for overcoming the jobs-skills dichotomy.



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- By supporting programming for a cross-trained workforce and through programming that accelerates industry retooling, we hope to ameliorate the regional impact should a national economic downturn occur.
- We will foster continuous executive-level dialogue between decision-makers to help prevent a public backlash to institutional changes.
- We, and other partners, will work to cultivate strong levels of cohesion among political bodies.
- Strategic Skills Initiatives such as Boot camps, the Center of Excellence in Advanced Manufacturing, Logistics Management, and the Advanced Business Technology program have been very successful in overcoming emerging workforce's lack of interest in manufacturing and logistics industries.

Grant Opportunities

What grants or types of grants does the RWB plans to pursue? Include descriptions of the services available under the grants and how the grants fit into the RWB's strategic plans.

Economic Growth Region 3 intends to actively pursue grant opportunities to bring additional resources into the region. In addition to pursuing traditional employment and training funding, we will also seek grants that expand the services offered by, or in conjunction with, the WorkOne and/or grants that may help expand or enhance the region's economic development, education, and training infrastructure. These include:

- Demonstration Projects for Enhancing Youth Connections
- Grants for developing the Youth System Capacity
- Job Training Pilots/Grants
- Grants to improve accessibility and access for the disabled
- Funds to establish and expand training programs in the EGR 3 Industry Clusters: Advanced Manufacturing; Defense/Communication; Financial Services/Agri-processing; Life and Material Sciences
- Grants for that will enable us to build pathways for secondary students into high demand occupations including as Health Care, Machine Tooling, and Advanced Manufacturing
- Grants for building and/or expanding language and training programs for immigrants
- Grants for establishing and/or expanding telecommunication, teleconferencing capacities, and linkage between the region's workforce development, economic development, and governmental entities
- Grants for serving veterans
- Grants for older workers employment programs

What strategies are in place to promote grant opportunities to employers? Please specify any specific grant opportunities that are being promoted to employers.

EGR3 was the first region in the state to pilot shifting the Business Consultant position to employment of the WIB and now to the RWB and Regional Operator. RO staff is co-located and fully integrated with Indiana Economic Development Corporation (IEDC) staff. Our Business Consultant and the IEDC Regional Program Officers take the workforce tools and resources directly to businesses. These grants to businesses include Skills Enhancement Fund grants